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ABSTRACT

A study investigated the attitudes of learners of English as a Second Language (ESL) concerning pronunciation as a part of their language learning experience. It also examined differences across gender, native languages, and majors. Subjects were 49 intermediate-level ESL students at a large university, approximately half of them male and half female, from a wide range of language backgrounds. A questionnaire elicited biographical information and data on language learning histories, personal attitudes about pronunciation, and pronunciation correction in and outside the classroom. Results indicate no statistical differences between men and women, although men reported slightly higher anxiety about pronunciation and correction. It was predicted that speakers of non-Indo-European languages would respond more negatively to pronunciation instruction and correction than speakers of Indo-European languages, the opposite was found to be true, although not statistically significantly. Different levels of satisfaction for pronunciation performance were found. Little difference was found across majors. Overall, students valued pronunciation as an important part of instruction, needing more correction both within and outside the classroom and wanting more emphasis placed on pronunciation. The questionnaire is appended. Contains 18 references. (MSE)

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ESL Students' Opinions About Instruction in Pronunciation

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The goal of this study was to make preliminary observations about the attitudes of a group of ESOL learners toward pronunciation in their language learning experience. Not many studies have included language learner's opinions about their own learning. This study attempts to begin adding their voices to the dialogue. A secondary goal of the study was to compare findings across sections, such as male versus female, speakers of Indo-European versus those of non-Indo-European languages, and humanities students versus science students. The study found only slight differences across groups of students, but found in general that students valued pronunciation as a very important part of instruction; they needed more correction to their pronunciation both in and out of the classroom; and they wanted more emphasis placed on pronunciation. The findings challenge pedagogical principles about error correction and instruction in pronunciation.

INTRODUCTION

Pronunciation is often simplified to mean the production of phonetic/phonemic sounds of a language. Teachers and students assume that mastering pronunciation is simply a matter of perfecting the production of an inventory of consonants and vowels. While there is no denying that phonetics at the segmental level is certainly crucial in pronunciation, suprasegmental, or prosodic, features of language, such as stress and intonation, are equally important. Yet these aspects of pronunciation receive little attention in the ESL classroom, probably because English does not have straightforward rules about suprasegmentals and stress compared to other languages, such as Czech, Polish, and Swahili (Ladefoged, 1993).

Effective teaching of pronunciation, according to Pennington and Richards and Richards (1986), must include segmental features, voice-setting features, and prosodic features. *Segmental features* are the minimal phonetic units in a language, the phonemes, which, along with their allophones, make up the sound inventory of a language. *Voice-setting features* are the "general articulatory characteristics of stretches of speech" (Pennington and Richards, p. 209) which account for a speaker's voice quality, like the huskiness demonstrated by many Japanese and Arabic males and the high pitch used by women

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in some cultures. These voice settings features are often carried over to the speaker's L2 pronunciation with a distinct and recognizable voice quality.

The third set of features which Pennington and Richards (1986) identified is *prosodic features*, or suprasegmental features, which include stress, intonation, and coarticulation. Stress is the emphasis of one syllable over other syllables. According to Orion (1988) multisyllabic words show a stressed/unstressed distinction (syllable or word stress), and phrases and sentences show stress on their most salient words (word or sentence stress). Stress is used to emphasize or contrast words, or to indicate syntactic function, as in the case of words which change from nouns into verbs due solely to a shift in stress, like object (noun) and object (verb). Intonation is the "pattern of pitch changes" that occurs over a stretch of speech (Ladefoged, 1993, p. 109). Intonation introduces and emphasizes salient information and carries affective information about the speaker's attitude, indicating whether a stretch of speech is a statement, a question, a command, or any other type of utterance. Finally, coarticulation is "the overlapping of adjacent articulations" (Ladefoged, 1993, p. 292).

Pronunciation and the Language Learner

In the last two decades, researchers have recognized the affective domain as a significant variable in second language acquisition. Pronunciation is the most obvious and unavoidable marker of a language learner's proficiency, and regardless of whether that proficiency correlates to other components, it makes sense that it could be a source of considerable anxiety and stress. On the other hand, nonnative pronunciation may be seen by the language learner as a mark of identification with a certain group, such as an immigrant community (Pennington and Richards, 1986).

Teaching Pronunciation

Pennington and Richards (1986) outlined two competing approaches to teaching pronunciation: the "phonemic-based view" and the "discourse-based view." The traditional phonemic-based view emphasizes the correct pronunciation of isolated sounds and words, and it may be the more popular teaching technique. Teaching methods such as Audiolingualism and the Silent Way favor a phonemic-based approach to teaching pronunciation.

The newer discourse-based view of pronunciation instruction is more appropriately used in Notional-Functional Syllabi, the Natural Approach, and, to a lesser extent, in methods like Total Physical Response, which emphasize comprehension and communication over accuracy and fluency. As a result, pronunciation tends to be deemphasized or overlooked in such instruction.

In a review of current theories

and methods, Knowles (1995) found that the phonemic-based approach still dominates the methodology, and the emphasis is still "on form rather than meaning" (p. 287). Knowles further notes that "there is little consideration of problems from the student's point of view" and concludes that "it is clear that we do not yet have an adequate theoretical basis for the teaching of spoken language" (p. 288)The dominant view in pedagogy is that correction should be avoided (Brown, 1990), partly because correction is associated with learning and not with acquisition and partly because correction can cause anxiety in the language learner, thus preventing effective learning. However, the ACTFL Proficiency Guidelines make distinctions between pronunciation skills for all levels. For example, a novice-high level speaker's "pronunciation may still be strongly influenced by L1," and the advanced-plus speaker "often shows remarkable fluency and ease of speech" (ACTFL Proficiency Guidelines, 1988). The guidelines suggest that teachers should give as much attention to teaching pronunciation as they do other linguistic features, like vocabulary and grammar. Yet, based on limited research findings, it would appear that contrary to the arguments on effective teaching techniques, the most significant factor in developing correct pronunciation is not the teaching technique but the individual learning style (McDonald et al., 1994).

Pronunciation and Language Acquisition

In first language acquisition, children learn pronunciation inductively by absorbing and reproducing the sounds in their environment. Neufeld and Schneiderman (1980) pointed out that a five-year-old child speaks with a native accent and a highly-developed sensitivity to prosody even before s/he has mastered the more complicated suprasegmental features of the native language. A child learns all components of pronunciation simultaneously. Though a child may not have mastered subtle shades of irony or skepticism, s/he does display competence in prosodic features through an ability to express doubt, puzzlement, and mockery, as well as an ability to comprehend various sentence types.

Thus, while Neufeld and Schneiderman (1980) distinguished two orders of competence, they argued that these components should be seen as developing simultaneously, and not necessarily in sequence, suggesting that the full range of pronunciation components should be taught from the beginning of instruction.

Finally, oral proficiency implies development of several segments of speech: pronunciation, accent, appropriateness of response, comprehensibility, intonation, vocabulary, and grammatical accuracy. Higgs (1984) believes that teachers should apportion their attention to

the speech segments depending on the level of the students. Specifically, acquiring vocabulary and perfecting pronunciation should be the foci of instruction at the novice and intermediate levels. The pedagogical implications are even more striking when we consider that the greater number of our students fall within these ranges.

DESCRIPTION OF STUDY

Research on pronunciation is relatively scarce compared to that on other components of language learning, such as grammar, communicative competence, and sociocultural awareness, except for the numerous studies of native speaker reaction to nonnative pronunciation (Giles et al., 1995; Munro & Dering, 1995; Albrechtsen et al., 1980). The goal of this paper is to make preliminary observations about the attitudes of a group of English learners toward pronunciation in their language learning experience. Furthermore, language learners' opinions about learning are rarely solicited in current research. The present study attempts to begin adding their voices to the dialogue.

Research Questions

The primary goal of the study was to investigate students' experiences in pronunciation and their perceptions of the definition and importance of good pronunciation. A secondary goal was to investigate possible differences between groups, such as gender, major areas of study, and nationalities.

The Subjects

All 49 subjects, who were intermediate-level ESL students studying at a large state university, were respondents to a survey questionnaire. They fell between the ages 23 and 33. Of the respondents, 23 were male, 22 were female and 4 did not indicate their gender. The students represented a wide range of nationalities. Thirty-six students spoke Asian languages. Eight were speakers of Spanish, three of Portuguese, and one each of German, Italian, Kyrgyz, and Russian. Nineteen were humanities students, and sixteen were science students, and the rest did not indicate their majors.

Method and Data Collection

A pilot questionnaire was drafted and administered to a group of 25 students in the semester prior to the actual study. A modified questionnaire, designed with four categories, became the data-collecting instrument. (See Appendix.) The first part asked for biographical information. The second part of the questionnaire dealt with students' language learning histories. The third part of the questionnaire elicited learners' personal attitudes about pronunciation, including their opinions about the definition of good pronunciation and their own judgments and native speakers' judgments of their pronunciation proficiency. Finally, a fourth part asked questions about correction, both inside and outside the classroom.

Limitations of the Study

Before the results of the questionnaire are discussed, it is important to invoke the limitations of this study. It should be stated that the analyses of the results apply only to the population under study—49 international students studying intermediate-level ESL at a large state university. Any inference about more general populations is hypothetical and would need to be substantiated by further research. On the other hand, the size and diversity of the subjects might well indicate that the sample is representative of its population.

Another limitation of the study was in the area of analysis. Because the study focused on students opinions and perceptions, data across gender, academic areas, and language groups were compared only in four areas: (1) reasons for studying English, (2) definition of pronunciation, (3) attitudes to wards error correction, and (4) satisfaction with their pronunciation skills. No analysis was conducted in the areas that dealt with instructional time nor with instructional techniques.

RESULTS

Language Learner Background

Reasons for Studying English

About half of the respondents (49%) chose "personal growth" and 29% indicated "research" as their main reason for studying English (Figure 1). Ten (approximately 20%) of the respondents chose "career" as a reason, and the rest (2%) indicated "other" reasons for learning English but did not stipulate. (See Figure 1).

Male Versus Female

More women generally chose personal growth as their reason for studying English (F=68%; M=35%) (Figure 2). More men were studying English for research reasons (F=18%; M=43%). An almost equal numbers of men and women chose "career" (F=23%; M=22%). (See Figure 2).

Indo-European Versus Non-Indo-European Language Speakers

There were few differences in purpose between the two language groups. An equal number of students chose to study English for personal growth, academic reasons, and career purposes.

Humanities Versus Science Students

There were few differences between students in the fields of humanities and sciences. More humanities students elected "personal growth" as a reason for studying English, but not significantly more than science students, who leaned slightly more toward "research."

Time Spent Studying English

Although all 49 students had studied both in conventional and nonconventional settings, they had not studied English for equal periods of time. For example, 43 (88%) had studied English at secondary schools, but only 21 (41%) had between one to six year of instruction. Thirty-seven respondents had studied

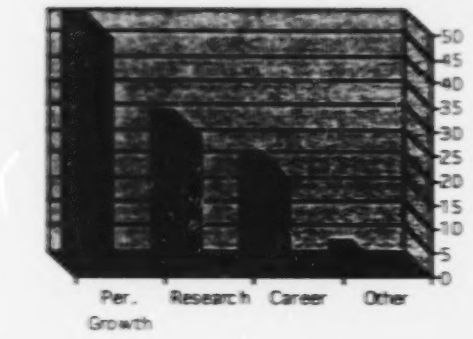

Figure 1. Reasons for Studying English: Total Response

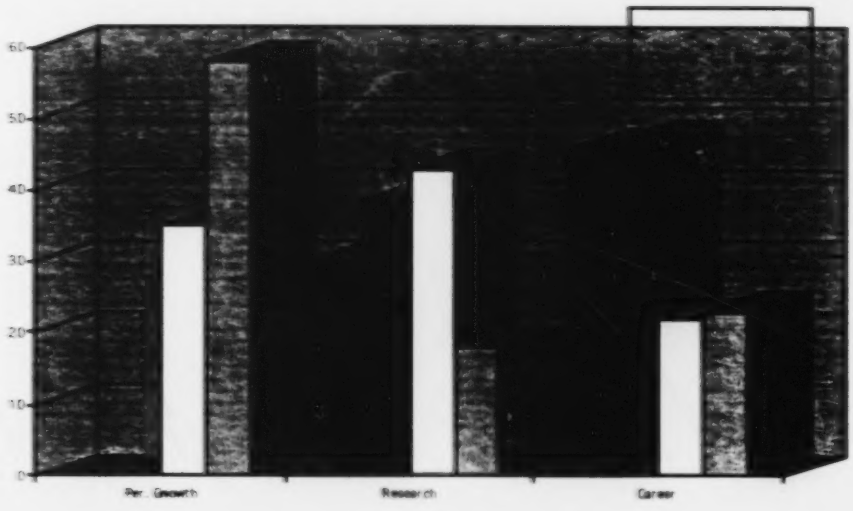

Figure 2. Reasons for Studying English: Female vs Male

English as undergraduates, but only nine had studied English in graduate school. Sixteen (33%) had spent about two years in some form of English instruction outside the conventional school system. Thus, although all the students were studying at the intermediate level, there appeared to be major differences in their experiences and exposure to English.

Time Spent on Instruction in Pronunciation

Responses indicated differences in time spent on pronunciation in instruction prior to coming to the university. For example, one student reported having had 12 hours a week of pronunciation instruction, and three (6%) had spent no time studying pronunciation. Fourteen (29%) had received pronunciation practice one hour a week, eleven (22%) less than one hour a week. Seventeen students (34%) had received more than an hour but less than two hours a week. Three students indicated that they had two or more hours a week. In all, just slightly over half the group (57%) had received a minimum of one hour a week or less in pronunciation instruction. (See Figure 3).

Types of Pronunciation Instruction

Forty-two respondents (86%) indicated that they had studied segmentals before; forty-one (84%) had studied stress, and thirty (61%) had studied intonation. Twenty-three respondents (47%) claimed to have studied all three components; thirteen (27%) had studied only segmentals and stress, and three respondents indicated other combinations or individual components.

Teaching Techniques for Pronunciation

Forty-three respondents (88%) indicated that they had used pattern drills, thirteen (27%) had used language lab exercise, and nine (18%) listed alternative instruction techniques. Eleven (22%) used pattern drills and exercises in the language lab, and four indicated different individual or combinations of techniques. Among these, television and cassette tapes (presumably outside language lab) were the principal alternative techniques listed. Other techniques listed were "[talking] with friend," "jingle exercise" (no description given), and "phonetic chart."

Responses showed that 25 (61%) had used some form of phonetic alphabet, and all twenty-five found it to be helpful in their study of pronunciation.

Defining "Good" Pronunciation

Twenty (41%) respondents defined good pronunciation as being able to be understood and twenty-eight (57%) defined it as sounding like a native speaker (Figure 4). One student circled both definitions. While all students thought that good pronunciation was important, 76% thought it was very important. The majority of students (71%) were not satisfied with their current pronunciation (Figure 5); 14% answered

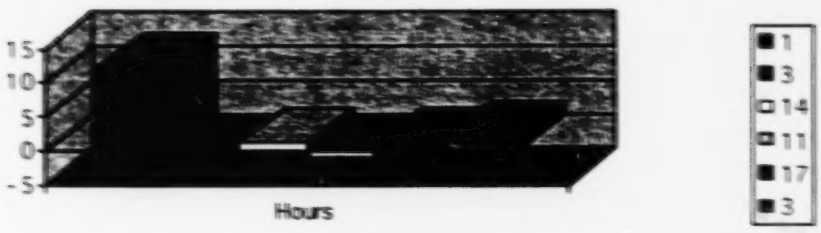

Figure 3. Number of Students and Hours of Instruction

"yes," and 6%) answered either "so-so" or "more or less." Four respondents (8%) did not answer this question. In responding to the question on native speakers' irritation by their pronunciation, 3 of the 49 respondents said that it never bothered them. Nine said that it rarely bothered them. Twenty-seven said that it bothered them sometimes. Nine said it often bothered them and one did not know.

Male Versus Female

Male subjects' responses split evenly between "sounding like a native speaker" and "being easy to understand." Women favored "sounding like a native speaker" (68% Vs 32%). Although both men and women were generally not satisfied with their current pronunciation, a larger number of women (32%) than men (9%) answered "yes." Both genders generally felt that native speakers were "sometimes" irritated by their pronunciation (F=50%; M=56%), although men were more inclined to say that native speakers were "often" irritated (F=9%; M=26%).

Indo-European Versus Non-Indo-European Language Speakers

While there was only a slight difference in how IE speakers and non-IE speakers defined good pronunciation (IE=77%; non-IE=56%) as "sounding like a native speaker," there was a startling difference in personal satisfaction with pronunciation. Not one of the IE speakers expressed satisfaction with his or her current pronunciation, compared to 25% of the non-IE speakers who were satisfied.

Humanities Versus Science Student Responses

Sixty-three percent of the humanities students defined good pronunciation as "sounding like a native speaker," while science students answered this question almost 50/50. Thus, there is a slight

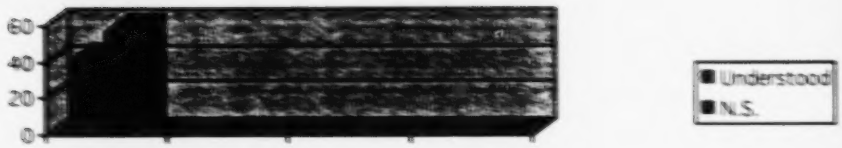

Figure 4. Respondents' Definitions of Good Pronunciation

Figure 5. Respondents' Satisfaction with Pronunciation

suggestion that humanities students have more integrative motivation for learning English, while science students tend toward a more pragmatic, instrumental motivation.

Error Correction

Forty-six respondents (94%) wanted their pronunciation corrected, one (2%) answered "no"; and two (4%) did not answer the question. The one "no" answer did not offer a reason for that response. Those who wanted their pronunciation corrected simply reiterated their dissatisfaction with their current pronunciation; for example: "I think my pronunciation is so bad," and, "I can't pronounce clearly." Six students noted that with in-class correction they can learn what their errors are and then work on improving them (". . . because the best way to learn is when you make a mistake, be corrected, and after, work on your mistake"). Three respondents felt that it was important to be corrected by native speakers, and several oth-

ers wrote that it was a good way—and, in two cases, the only way—to improve one's pronunciation.

Asked whether they liked to have their pronunciation corrected outside of the classroom with explanations, 39 respondents (80%) answered "yes"; 5 (10%) answered "no"; 3 (6%) answered "sometimes"; and 2 (4%) did not answer the question. Reasons given were a belief in the value of identifying errors in order to correct them, and a general desire to improve pronunciation.

Furthermore, three respondents liked the idea of their friends helping to correct their pronunciation errors, and six respondents expressed a belief that any opportunity to correct pronunciation was worthwhile, whether in the classroom or not. ("I want to correct my pronunciation at any time"). One, who responded in the negative, gave as a reason a lack of exposure to native speakers outside the classroom. The other four negative responses expressed skepticism about the usefulness of correction outside the classroom: one respondent believed that there was too much exposure to language that was "abnormal and slang;" another was unsure of whose pronunciation to trust ("I don't know who can speak proper English"); another simply asserted that the classroom was "the best place to correct pronunciation."

Male /Female Differences

Men and women both favored correction and more time spent on pronunciation in class, with the single difference that men seemed more reluctant to have their pronunciation corrected out of class (F=5%; M=22%).

Indo-European Versus Non-Indo-European Language Speakers

The responses were similar between the two groups, with one interesting small difference in that all IE speakers (100%) favored correction outside as well as in the classroom, while a small percentage (16%) of non-IE speakers were against correction outside of the classroom. This discrepancy could be due to personality or sociocultural differences; the difference and the sample size are too small to reach a conclusion.

Additional Learner Observations

An open question invited respondents to add any additional observations they wished to share about pronunciation. Only seven respondents made additional comments. Three of these observations had to do with suprasegmental pronunciation; one respondent wrote that, for Asian students, "intonation is more important than pronunciation," while two others noted that they would like to learn "much more intonation" and "the pronunciation of whole sentences." Two respondents requested more time to be spent on pronunciation in class; the remaining two pointed out that pronunciation was easier to learn as a child or at the very beginning of instruction.

SUMMARY AND DISCUSSION

In summary, no statistically significant differences were found between male and female responses within this particular group of language learners. There seemed to be a general tendency, however, that men showed a slightly higher level of anxiety about pronunciation: more of them were unsatisfied with their own level of proficiency, more found that their pronunciation irritated native speakers, and more were disinclined to have their pronunciation corrected outside of class.

It was predicted that native speakers of non-Indo-European languages (non-IE) would generally respond more negatively than speakers of Indo-European languages (IE). This was predicted largely because the former group is learning a language from a different language family. English has much less in common with Japanese or Mandarin than it does with Spanish or Portuguese. In fact, the opposite turned out to be true as a general trend, although the differences were not statistically significant.

The majority of IE speakers (IE=77%; non-IE=56%) defined good pronunciation as "sounding like a native speaker," while non-IE speakers' responses were more evenly split between the two options. It is interesting to note that no IE speakers expressed satisfaction with their current pronunciation, yet 25% of the non-IE speakers answered that they were satisfied. This might suggest a different scale of judgment being used by the two groups, where IE speakers give themselves higher standards because either they can distinguish levels of pronunciation better, or they feel they should be able to pronounce a language from the same language family.

The rest of the responses were parallel between the two groups, with one interesting small difference being that all IE speakers favored correction outside as well as in the classroom, but a small percentage (16%) of non-IE speakers were against correction outside of the classroom. Again, this discrepancy could be due to personality or sociocultural differences; the difference and the sample size are too small to reach a conclusion.

The study found that the most popular reason for studying English was "personal growth." "Research" and "career" lagged somewhat behind for the group as a whole. Somewhat surprising was the finding that there was little difference in the time spent on pronunciation at both the early stages of instruction and at later stages, probably indicating lack of knowledge on the instructor's part or time constraints in teaching.

The majority of respondents listed one hour or less of pronunciation per week for both levels of instruction. One hour per week is perhaps acceptable for an intermediate class, but at the beginning level (ILR 1/ACTFL Novice), roughly 27% of class time should be devoted to pronunciation according to Higgs' Hypothesized Relative Contribution

Model (Higgs, 1984, p. 6). Pronunciation instruction should peak at the beginning level, decrease to about 8% at ILR 2+ (ACTFL Advanced Plus), and then rise again to 20% at ILR 5.

Respondents reported studying stress almost as much as individual sounds, with slightly less time spent on intonation. Almost half the respondents studied all three components. The results suggest that the phonemic-based view of pronunciation instruction did not dominate entirely. Although the majority of the students studied intonation and stress, the dominant teaching technique was the pattern drill, to the exclusion of practice of language in context. Students used the language labs to a small degree, and few different or innovative methods were recorded in the "other techniques" section. Pattern drills and language labs are both based on rote memorization and contrived, unnatural speech situations that are antithetical to a communicative syllabus.

The Monitor Model and teaching for communicative competence discourage explicit instruction in grammatical rules. Consequently, both theory and experience would predict that respondents would not necessarily find the use of a phonetic alphabet as a helpful teaching aid. Thus it was surprising to find that among the respondents who had used a phonetic alphabet, all of them found it useful to their study of pronunciation. Ausubel (in Brown, 1993, p. 59) suggested that certain adults could profit from grammatical explanations because of the onset of formal operations, which make them more analytic and self-aware than child learners.

To define good pronunciation as "sounding like a native speaker" suggests an adherence to a more traditional view, which says that learning pronunciation involves the mastery of every phonological detail that characterizes the target language. Except in the case of children, this goal is extremely difficult to achieve. The definition "being easy to understand" falls in line with the communicative or discourse-based view of language learning, where comprehension is more important than structural accuracy. It would seem likely that the majority of learners would define good pronunciation as "sounding like a native speaker." The study found only a slight difference between sounding like a native speaker" and the alternative "being easy to understand."

It was clear that respondents considered pronunciation an important factor in being a proficient speaker of English. Yet, few respondents were satisfied with their current pronunciation. It would be interesting to discover whether respondents judged their current proficiency against a native speaker criterion or against a profile description in keeping with their instruction level. It would also be interesting to know if instructors make the distinction between these two standards clear to the students.

The popular language learning theory which emphasizes lowering the affective filter and which generally favors acquisition over learning and communicative discourse over error analysis would predict that students should not want correction either in or out of class. On the one hand, many, if not most, students come from traditional educational backgrounds where the authority of teacher may not be questioned. On the other hand, the respondents in this study all seemed highly motivated to learn English to the best of their abilities and so might have been willing to accept any help they could get.

Respondents answered overwhelmingly in the affirmative that they wanted corrective feedback in and out of class. The respondents who gave negative answers thought that correction outside of the classroom was in some way pedagogically unsound. The discrepancy here suggests that theorists might want to rethink their ideas about error correction and its application to the classroom. It would be desirable to concentrate either on "low anxiety" correction and feedback techniques or on educating language learners about the limited usefulness of correction suggested by certain theories and studies (Omaggio-Hadley, p.83).

RECOMMENDATIONS FOR LANGUAGE TEACHING

Research has shown that, as with other components of language, there is not one most effective method or technique for teaching pronunciation (Pennington, 1986; McDonald, 1994). Furthermore, studies on pronunciation suggest that what is most desirable is an approach that combines a communicative, discourse-based approach to language instruction, with sensitive and effective attention to the full range of components that make up pronunciation and an understanding of the value of pronunciation as "a dynamic component of conversational fluency" (Pennington, 1986 p. 212; Knowles, 1995)

Language learners in this study almost unanimously desired to spend more time studying pronunciation in class. The respondents expressed a similarly unanimous eagerness to have their pronunciation corrected in class and, to a lesser extent, out of class. The fact that the majority of respondents had studied suprasegmentals as well as the simpler phonemic aspects of English did not mean that they had satisfactory instruction or practice in pronunciation. Effective techniques need to be developed to make the instruction of all the components of pronunciation meaningful. An interesting implication for instruction is the 61% of respondents who found using a phonetic alphabet as an instruction aid very useful. Teachers might therefore want to consider regularly including phonetics exercises in the lessons.

DIRECTIONS FOR FUTURE RESEARCH

The present study suggested numerous directions for further in-

quiry. First, a more extensive administration of a questionnaire similar to the one in this study might yield more significant statistical data. It might also be more effective to administer a questionnaire in the native language of the language learners. This would mean either finding a homogeneous group of non-English speakers or else designing a questionnaire for English learners of foreign languages.

Second, a study could be made comparing language students' attitudes about learning pronunciation with those of their instructors. In a series of studies, pronunciation was one of the most consistent points of conflict between learners and teachers (Kern, 1995).

Thirdly, considering the respondents' insistence on the importance of correction in this study, it would be worth further exploring how this can be done effectively and with minimum anxiety or stress by experimental studies designed to chart learners' pronunciation skills over time.

Finally, Pennington noted the different voice-settings men and women use in Japanese and some Arabic cultures, and several other languages have phonological variants for men and women (Brown, p. 240). The various cross tabulations along lines of gender, class, status, language family, and academic field suggest areas for further research.

CONCLUSION

This study will be most useful if it is considered as a preliminary survey which can be used to point to future areas of research. This attempt to bring language learners' voices into the discourse about language acquisition has shown that their opinions tend to be quite different from those of many theorists and teachers. This finding in itself suggests that it would be illuminating to design language learner questionnaires studying other components of language as well. The results of this questionnaire suggest that the instruction and learning of pronunciation may play a much more important part in second language acquisition than is indicated by either traditional or current theories, and that in order to learn how best to teach a language, teachers and theorists would do well to take into consideration the opinions of the people their theories are designed for: language learners.

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APPENDIX

A QUESTIONNAIRE
TOWARD A CASE STUDY OF LANGUAGE LEARNER ATTITUDES ABOUT PRONUNCIATION

The objective of this study is to learn about language learners' perceptions of pronunciation in learning a foreign language. Please briefly answer the following questions.

Age: Gender: Native Language:

Country:

Field of Study:

Student Status (circle one):
a. International student
b. Texas resident
c. Resident alien

Why are you studying English?
a. research (mainly reading & writing)
b. career (teaching, etc.)
c. personal growth
d. other _____

1. How many years have you studied English at each level of schooling?
a. Elementary school (up to grade 6)_____
b. Secondary school (grade 7-12)_____
c. College (undergraduate) _____
d. Graduate school_____
e. Other: _____
2. About how many hours per week did you spend studying pronunciation when you were first learning English?_____
3. If you are still studying English, how much class time do you spend studying pronunciation now?_____
4. Which of these aspects of pronunciation have you studied in an English class? (write a check to mean "yes")
a. Individual sounds (vowels, consonants)_____
b. Stress (for emphasis, word differences) _____
c. Intonation (questions, exclamations)_____
5. How were you taught pronunciation? (write a check)
a. Pattern drills (teacher models and student repeats)_____
b. Exercises in a language lab_____
c. Other techniques (please describe below)
_____

6a. Have you used any form of phonetic alphabet when learning about pronunciation?_____
6b. If the answer is yes, did you find it helpful?_____
7. Would you define good pronunciation as (circle one):
a. Being easy to understand
b. Sounding like a native speaker
8. How important do you feel pronunciation is in becoming a good speaker of English? (circle one)
a. Very important
b. Quite important
c. Not very important
d. Not important at all
9. Are you comfortable with your current pronunciation?_____
10. Do you feel that native speakers are irritated by your pronunciation? (circle one)
a. Never
b. Rarely
c. Sometimes
d. Often
e. Don't know
11. Would you like to spend more time studying pronunciation in your current class?
12. Do you like to have your pronunciation corrected in class? ____
13. If YES to Q.12, why? _____
14. If NO to Q.12, why? _____
15. Do you like to have your pronunciation corrected out of class?__
16. If YES to Q.15, why? _____
17. If NO to Q.15, why? _____

Please feel free to add any other observations you have about pronunciation. Thanks for your cooperation.